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ABSTRACT

The PACE (Personalized Approach to College Education) program at Community College of the Finger Lakes was designed to provide basic academic skill development in reading, English, and mathematics for students with academic records in the bottom quartile of the entering freshman class. The program emphasizes student responsibility for learning and team teaching approaches. PACE goals and objectives for the overall program, and for teachers, students, and counselors are described in this document, followed by descriptive evaluative data on student achievement during the second year of the program's operation. All PACE students were pre- and post-tested in each academic area to ascertain the degree of their achievement in the PACE program. The following results are reported for students enrolled in the program in the second semester: (1) 68% of the students showed test score increases in English; (2) 55% showed increased mathematics scores; (3) 71% showed reading score increases; and (4) the dropout rate for PACE students for the year was 32%. Reports of outside evaluators of the PACE program are attached and a table showing outcomes for each of the PACE students is included. (Author/JDS)

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# FINAL REPORT

for

## DEVELOPMENTAL STUDIES PROJECT
## Post-Secondary Disadvantaged

VEA Grant No. 76-2-384
University of the State of New York
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FINAL REPORT
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DEVELOPMENTAL STUDIES PROJECT
Post-Secondary Disadvantaged


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## PREFACE

### A Word About *PACE...

Doris H. Quick

The experience of the PACE classroom is esoteric and, therefore, it is difficult to explain. In an attempt to discuss it in the broadest sense, then, I shall begin by stating that the PACE classroom is not traditional. It is NOT traditional in that the teachers are humanistic. This means that the teachers are aware that the responsibility for learning must be placed, forcibly, on the shoulders of the students. Because teachers are aware of this, they must build on the present knowledge of the individual student. By building on the present knowledge of the student, the teacher is given the opportunity to open the door to wider areas of academic achievement, and this is accomplished by instilling curiosity into the student.

It seems to me that whether or not the teachers are aware of it, they are using the Socratic Method. In other words, through specific techniques used, through specific questions asked, through specific exercises given, the teachers create in the students an awareness of the students' weaknesses in certain areas and this awareness inspires the students to search for information that will overcome those weaknesses.

Students are given the requirements for passing the course at the beginning of the semester. Through much diligence on the parts of students and teachers, the student eventually learns that he is the one responsible for meeting those requirements.

*Personalized Approach to College Education - Developmental Studies at the Community College of the Finger Lakes

The student's learning goes beyond the academic. He seems to be constantly in touch with himself and seems to know exactly where he stands. He has the freedom to make choices and he knows the consequences of those choices.

Intellectual curiosity on the part of the student is evident when he begins to demand answers. The question beginning with "Why" is often heard. It is then that additional information can be given and present knowledge can be enlarged.

To put it succinctly, course content is of primary importance, and that content must become a part of the student. He must <u>feel</u> that it is necessary to know, and when he begins to <u>feel</u> that particular information is important, he then begins to open those doors to further education.

The traditional classroom appraoch does not "double back" by encompassing the student. The teacher gives, and perhaps the student takes, but there is very little individual involvement in the content. PACE attempts to involve the individual student <u>with</u> the content by reaching his intellect through his emotions. For example: PACE students do not turn their backs on commas and semi-colons. They become furiously involved with the rules of punctuation, and it is that furious involvement that paves the way for additional knowledge.

Because the PACE classroom is not traditional, it is impossible to evaluate it in a traditional sense. PACE students are bombarded with varied information throughout the time block. Things are happening that cannot be judged. It is my opinion, therefore, that evaluation of the program can be accomplished only by evaluating the student after he leaves PACE. If his PACE experience has been worthwhile, the student should be able to approach further education with more confidence; confidence that will aid him to achieve academically.

## INTRODUCTION

The PACE program was developed as a pilot project in the Fall of 1974, the major purpose being to provide basic academic skill development for students who evidenced a poor or inappropriate educational background.

The program was designed to identify, train, and retain students who indicate, either verbally or in their previous academic record, that they might have some difficulty in their first semester of college work. This report covers the second year of the program.

Summary of First Year Achievements

| | PACE | Control Group |
|---|---|---|
| 1. Drop-out rate | 9.5% | 17% |
| 2. Q.P.A. | 3.03 | 2.5 |
| 3. Courses Completed | 88% | 61% |

In short, the findings of the first year were that the PACE students had a lower attrition rate, a higher grade point average, completed more courses, improved in reading, math, writing skills, attitude, and were more fully aware of their occupational goals than were students of similar backgrounds who did not choose to become a part of the PACE program.

The PACE program has illustrated success in three important areas:

1. Helping the Student

   The program clearly assisted students in developing sound educational skills in the basic areas of reading, mathematics and writing. Reading speed and comprehension were increased, writing skills and attitudes improved dramatically and math computational and theoretical abilities improved. Students' attitudes toward learning and accepting personal responsibility also improved as evidenced by attitude scales, successful completion of other courses and positive increases in self concepts.

2. Meeting College Philosophy and Objectives

The program has provided a coordinated approach to assisting students in meeting their educational goals. We are able to meet the needs of the educationally deprived, the returning veteran, the mature student who wants retraining and redirection and the student who has received inappropriate education for his present goals.

3. Benefit to the College

The program has benefited the college in four ways: 1) meeting our obligation to provide equal educational opportunity for all our residents, 2) reducing our attrition rate thus enabling us to provide a better value for money expended, 3) enables us to provide retraining for our mature learners in vocational areas, and 4) encouraging the re-entry of turned-off students into the learning environment thus helping them to develop marketable skills.

In keeping with the general objectives of the program and in line with the three year organizational plan, a fully operational developmental studies program was implemented in the Fall of 1975.

The number of students enrolled in the program was limited to approximately sixty the first semester and thirty-five the second semester. The addition of another faculty member in English and one in mathematics was done along with the addition of a half-time counselor.

To provide additional support for the above activities, the Community College of the Finger Lakes applied for and received financial support under the Vocational Education Amendments of 1968. The following report covers the second year of the project.

## PROJECT GOALS AND RESEARCH DESIGN

The following are the over-all program goals for the PACE project, 1975-76, and the methods of attainment thereof. Also included are the specific objectives established by the individual instructor and his/her methods of evaluation:

Over-all goals for the project:

1. To provide, in an instructional setting, a variety of activities designed to develop, sharpen and clarify career and personal goals.

2. To provide a cost effective developmental studies program that will assist the large number of students who need specialized assistance in basic skill development.

3. To provide a model from which faculty members can develop alternative approaches to their presentation of courses.

4. To provide an educational experience for the poorly prepared student that will increase his/her level of academic competence as well as his/her feelings of self-worth and self-actualization.

Methods for attaining the above goals:

1. To identify 50 or 60 students with academic records in the bottom quartile of the entering freshman class.

2. To pre-test in order to establish entry level skills.

3. To continue the development of team taught approaches in English I, Mathematics I, and Reading.

4. To provide experience for students in classroom activities which are designed to promote clarification of goals and personal awareness.

5. To provide, through the PACE staff, a resource for faculty development of alternative teaching approaches.

6. To be alert to the progress of the student in any of the courses he/she may be taking outside of the PACE program.

7. To adjust objectives, procedures, and techniques through continual evaluation of the program.

8. To develop means for a final evaluation of the program.

I. Objectives - English - PACE 1975-1976

All students will complete all the requirements. Those students who have specific, definable problems will receive personal help and additional work relating to those problems.

After using the Stanford Task pre-test for English, an attempt will be made to discover the basic abilities of the students in approaching problems by use of the following:

Items marked "ER" in Reading and Study Skills will be mutually taught and evaluated by the English and Reading instructors.

1. Dictionary problems will be given in class.

   Evaluation: Observation of student to determine ease or frustration in use of dictionary. Teacher will correct paper.

2. Written assignments on issues of the day to determine if student is able to approach the problems by using several points of view or if he/she uses emotion or logic to arrive at conclusions.

   Evaluation: Teacher will collect papers to correct and determine individual problems.

3. Written assignments on subjective topics will be given to determine to what extent student uses imagination.

   Evaluation: Teacher will collect papers, correct and make determination.

4. To begin work on developing the ability to approach problems from many angles, assignments will be given in outlining. Specific issues and methods for defining those issues will be assigned. Formats for outlines will be worked out.

   Evaluation: Correction of papers, repeated assignments until student and teacher see progress.

5. Daily in-class writing by students in order to develop concise and comprehensive sentences.

   Evaluation: Teacher's aim is to stress the correct and minimize the incorrect, by using the student's correct sentences as models.

6. In order to control sentences, students will work on problems in punctuation.

   Evaluation: Teacher will work with individuals in class and help them devise their own rules for determining the use of specific punctuation marks.

7. General subjects will be assigned and students will be requested to develop topics from those subjects. At least three topics will be requested from each subject so that the student will further his/her ability to approach issues from different points.

   Evaluation: Teacher will collect papers, correct, accept or reject.

8. Students will begin developing topic sentences and work on expanding the topics into paragraphs.

   Evaluation: Teacher will work with the students in class and by asking specific questions concerning topics, aid student to develop paragraph. Paper will be corrected.

9. Students will begin developing thesis statements and by using the knowledge of how to write paragraphs, they will begin the writing of essays, either deductively or inductively.

   Evaluation: Teacher will correct and grade. Eight essays will be assigned at intervals and the grades will determine student's standing. Any grade below a "C" may be erased by the writing of a "replacement" essay that can receive a "C" or better grade.

10. Students will read assigned essays in textbook as homework and be prepared to discuss those essays in class.

    Evaluation: Teacher will give either a written assignment in class on the assigned essay reading, or will request discussion in groups, or will observe responses from individuals.

11. Students will be given the explanation of footnote and bibliography forms and the purposes of each. Problems will be given on both forms and the specificity of each will be noted.

    Evaluation: Teacher will correct forms of the assignments and stress the need for "perfection".

12. Problems in research will be given and trips to the library will be assigned.

Evaluation: Teacher will correct papers.

13. To exhibit their understanding of a semester's work, students will write a research paper using at least five bibliographical sources.

Evaluation: Teacher will correct paper, taking special note of the degree of plagiarism, documentary forms and content.

Note of Explanation

PACE English

It is understood that all students will not reach specific goals at the same time. It is possible that many students will be unable to complete the objectives in one semester. Eight essays of at least "C" level work and a research paper with correct footnote and bibliography forms are the requirements to complete the PACE English program. If students are not receiving at least "C" grades on their papers, they will be expected to continue work on their specific problems until they reach the "C" level.

II. Goals and Objectives - Counselor - PACE 1975-1976

1. Facilitate a program designed to aid the student in developing vocational awareness.

   a. Determine where a student stands in regard to career choice

   b. Work with each student, starting at his/her own level

      examples:

      1. The student who has no idea what his/her interests or plans are will explore his/her self, recognize his/her interests and search out those vocational avenues available to him/her.

      2. The student who feels definite about a vocational choice will further explore that area and be encouraged to experience, in some way, a sampling of what he/she is prepared for.

2. Help evaluate at what stage in the learning process each student is in at the beginning and the end of the semester.

   a. Aid in administration of academic skill tests, if necessary

   b. Administer an attitudinal test similar in content to last year's test - if there is one which has been extensively tested

   c. By the end of the first month, evaluate each student with total staff, and make any referrals to other programs or adjustments to PACE program

   d. Tests at end of the semester to determine movement in academic and attitudinal areas

3. Continue development of the program of personal growth on both a group and individual basis.

   a. Immediately get acquainted, establish atmosphere of openness and trust, build group cohesiveness

   b. Encourage each student to publically acclaim the reason for being at CCFL

   c. Assess, either individually or in a group whether or not the goal is attainable

   d. Encourage group support in attaining the stated goals

   e. Near the end of the semester, assess at what stage in the quest for the goal is the student in what his/her future plans are

4. Encourage a program of staff development, on an interpersonal basis, ongoing throughout the year.

   a. Plan activities, roughly once a month, where PACE staff does something together not directly related to day-to-day encounters

   b. Encourage a pattern of staff openness, where PACE related personal crises can be appropriately handled.

III. Behavioral Objectives - Reading - PACE 1975-1976

1. Promote a more positive attitude toward reading - an attitude that reflects a change from "I hate to read" to one that indicates "I can find things I enjoy reading".

   a. Complete an attitude scale at least three times during the semester. A higher positive score or, conversely, a lower negative score would indicate a more positive attitude toward reading.

   b. Complete an inventory at least every three weeks of all reading done during a three day period.

2. Stimulate a reaction to ideas

   Keep a log. During the final five to six minutes of at least two class periods/week record any thoughts or feelings the student experiences in response to something read, viewed or discussed today. "Were you 'touched' or affected? In what way? How? or Why?

3. Increase self confidence in the use of language, both oral (in speaking" and written (in reading).

   a. Read a selection or article and participate in a group discussion. Record the discussion on audio or visual tape, or both

   b. Replay the recording and critique for quantity and/or quality. These critiques will also be oral; at the conclusion, summary statement or two will be written and filed in students' individual folders for comparison. More participation and involvement, more accurate identification of strengths and weaknesses, more solid suggestions for improvement and critical consideration of material will indicate greater self confidence.

4. Develop and/or increase reading and study skills.

   a. Stanford Diagnostic Reading Test. At beginning and end of semester administer diagnostic instrument which yields scores in three major areas as well as in components of those areas.

b. Stanford TASK

c. Textbook - Reading to Learn
All but the final unit provide practice in each skill. Student will maintain a performance record in the back of his textbook.

d. Other materials - supplemental texts, mimeographed worksheets, etc. for any skills which:

1. need further practice
2. are not covered in the textbook

Appropriate skill development equipment and/or programs will also be available.

All work papers will be filed in the students' individual folders for reference and comparison to assess progress.

5. Integrate the reading and writing skills.

Any of the skills marked ER may be approached either by writing or reading. Each concept will be taught as a reading skill and then the student will utilize the same concept in a writing assignment.

6. Apply skills in other academic tasks.

Students will use textbook from a non-PACE course - Psychology, Sociology, etc. as he is taught study skills.

Comment:

1. It is understood that the number of the objectives to be met may, to some extent be determined by the results of the preliminary testing. A number of more sophisticated critical reading skills relate closely to the content of English II so that with a solid command of the more basic skills, the more complex can be learned later.

2. It is expected that the instructor will:

a. give individualized help in instances where records indicate a student has not mastered a specific skill. This may mean additional explanations, more basic explanation and/or practice.

b. eliminate those assignments which require practice of a specific skill if mastery or competence is demonstrated.

c. encourage self-evaluation by direction and example.

d. cooperate with other instructors in time allotments and above all, integrate skills whenever and wherever possible.

mathematics, (B) Knowledge of the basic mathematical skills, (C) College mathematics I curriculum, (D) Optional alternatives of study.

A. The student's attitude toward mathematics will be improved by his/her enrollment in the PACE program. This will be measured by the following:

   1. Twice during the semester each student will make a mathematics collage. Satisfactory progress will be indicated by an increase of two or more positive items on the second collage.

   2. Each month the students will write a statement concerning his/her feelings of accomplishment for the month. The statements will be kept on file for final evaluation.

   3. The instructor will keep a record of his/her observation on the change of attitude of each student during the semester. This will not be based on test scores.

   4. Student involvement will be measured by (a) visits to the Autotutor (b) attendance at informal "lab" sessions (c) attendance at class sessions (d) discussions in class sessions.

B. A knowledge of basic arithmetic skills is necessary for all students. The PACE program will ensure these skills are sufficient by the following:

   1. Pre-testing will be done on each student. If a student is successful on less than 80% of the basic skills he/she will be required to complete any of the Autotutor programs (addition, subtraction, multiplication, division, fractions, decimals, percentages) he needs. Autotutor pre-tests will be given and if less than 80% is scored, he/she must complete the Autotutor program and score 80% on the post-test. This test may be taken as many times as necessary.

   2. If additional methods are found necessary, workbooks will be available, student tutors will be found or additional instructor help will be utilized. In any case, a post-test score of 80% will be required to move on to the next sections.

C. College Mathematics I credit is awarded to all successful students in PACE. It is a survey of topics designed to broaden the students awareness. The four general areas of probability, the metric system, logic, and Boolear Algebra will be the core of the course. Successful completion of worksheets supplied in class will constitute the evaluation of this section. Attendance will be a very important part.

D. 1. Additional study in: Algebra, Statistics, and Binary Logic will be available to those students who desire it.

2. If done with the Autotutor, successful completion of tests is necessary.

3. A programmed Algebra course is available with a series of tests. The course is on Cassette tape. If the series is completed, credit in College Algebra may be given in place of College Mathematics I.

Research Design for PACE Project

Description of PACE Population

The general description of the PACE population will be based upon:

1. high school rank
2. total high school average
3. American College Testing Scores
4. average high school grades in English and math
5. type of high school diploma
6. miscellaneous tests on factual information

Norm Referenced Pre and Post Testing - Academic Skills

English, mathematics, reading

Stanford Test of Academic Skills

Level II for Junior/Community Colleges

Form A (pre-test), Form B (post-test) by: Gardner, Callis, Merwin, Madden, Harcourt, Brace, Jovanovich, Inc. 1974.

Criterion Referenced Pre and Post Testing - Academic Skills

English: A writing sample will be used to determine the the entrance level of each individual student. The student will be assigned specific tasks based upon this sample.

As the semester progresses, additional writing samples will be collected so that at the end of the semester one will be able to chart the student's progress.

Mathematics: The autotutorial system will be used as part of the mathematics instructional sequence. This program has printed pre and post tests for each unit. A record will be kept of the student's test scores as he/she progresses through the material.

Reading: Each individual student's progress will be charted according to the recommended procedures and tests in the course text:

Werner, Charles. Reading to Learn: A Unit Approach. Reston Publishing Co., Reston, Virginia. 1975.

Attitude Measures: The following instruments will be used to measure student attitudes:

A. Writing Attitude Survey
B. Reading Attitude Survey
C. Achievement Motivation Survey
D. Course Evaluation
E. Self Awareness Survey Instrument

Project Report: The final project report will be based upon the data from the above research instruments, student grades, and student attrition rate.

## EVALUATION OF THE PROJECT

### Presentation and Discussion of the Data

The following section deals with the reporting of the evaluative data for both the Fall and Spring semesters.

### Descriptive Data

As Tables 1 and 2 illustrate, there were fifty-two students enrolled in the program in the Fall semester and thirty-seven in the Spring. Of these, the majority were high school graduates. It should be noted that the majority of students had a 2.0 average or below in English, mathematics, and/or social studies.

TABLE 1

PACE PROGRAM
Fall 1975

Descriptive Data

Educational Background

| | |
|---|---|
| Non-High School Graduates..... | 18 |
| High School Graduates..... | 34 |
| High School Grade Point Average ..... | *2.0 |
| Range of Grade Point Averages..... | 1.5 to 3.0 |

High School Grades
By Subject Areas

| **Grade | English | Math | Social Studies |
|---|---|---|---|
| 4.0 | 0 | 0 | 0 |
| 3.5 | 0 | 0 | 0 |
| 3.0 | 2 | 3 | 3 |
| 2.5 | 1 | 0 | 0 |
| 2.0 | 8 | 3 | 5 |
| 1.5 | 1 | 3 | 2 |
| 1.0 | 3 | 2 | 5 |
| .5 | 0 | 1 | 1 |
| 0 | 1 | 2 | 0 |

*Based on 22 students
**Four point scale

TABLE 2

PACE PROGRAM
Spring 1976

Descriptive Data

Educational Background

| | |
|---|---|
| Non-High School Grads | 18 |
| High School Grads | 19 |
| High School Grade Point Average | *2.5 |
| Range of Grade Point Averages | 1.0 to 3.0 |

*Based on 12 students

PRE AND POST TEST SCORES

English

As illustrated in Tables 3 and 4, in the Fall semester 53 percent or sixteen test scores either remained the same or decreased. However, in the Spring semester only 32 percent or six test scores either remained the same or decreased and 68 percent or thirteen of the test scores increased.

This decrease in test scores from pre and post tests is not unusual and has been reported many times in the literature. It should be noted that there are many variables that have not been accounted for and it is the general feeling of the staff that the use of a contract learning approach and the strict enforcement of attendance played the greatest role in increasing the scores in the second semester.

TABLE 3

PRE AND POST TEST SCORES
TASK English
Fall 1975

| Pre-Form A (Percentile) | Post Form B (Percentile) | Change |
|---|---|---|
| 40 | 62 | 22 |
| 20 | 12 | -8 |
| 16 | 10 | -6 |
| 2 | 4 | 2 |
| 10 | 32 | 12 |
| 46 | 44 | -2 |
| 90 | 86 | -4 |
| 23 | 44 | 21 |
| 88 | 70 | -18 |
| 34 | 23 | -11 |
| 23 | 52 | 29 |
| 52 | 54 | 2 |
| 18 | 2 | -16 |
| 44 | 44 | 0 |
| 18 | 12 | -4 |
| 20 | 14 | -6 |
| 20 | 20 | 0 |
| 10 | 12 | 2 |
| 42 | 46 | 4 |
| 10 | 8 | -2 |
| 18 | 16 | -2 |
| 34 | 52 | 10 |
| 4 | 2 | 2 |
| 8 | 4 | -4 |
| 34 | 46 | 12 |
| 40 | 22 | -18 |
| 12 | 34 | 22 |
| 26 | 32 | 6 |
| 6 | 6 | 0 |
| 4 | 1 | -3 |

PRE AND POST TEST SCORES
TASK English
Spring 1976

| Pre-Form A (Percentile) | Post Form B (Percentile) | Change |
|---|---|---|
| 80 | 90 | 10 |
| 6 | 26 | 20 |
| 11 | 32 | 21 |
| 20 | 23 | 3 |
| 46 | 62 | 16 |
| 32 | 68 | 36 |
| 2 | 2 | 0 |
| 6 | -1 | -7 |
| 4 | 2 | -2 |
| 16 | 22 | 6 |
| 26 | 8 | -18 |
| 4 | 2 | -2 |
| 80 | 82 | 2 |
| 24 | 23 | -1 |
| 14 | 16 | 2 |
| 2 | 12 | 10 |
| 38 | 46 | 8 |
| 6 | 14 | 8 |
| 6 | 8 | 2 |

Mathematics

For the Fall semester 65 percent or twenty of the test scores increased and for the Spring semester 55 percent or eleven of the scores increased. This is illustrated in Tables 5 and 6.

TABLE 5

PRE AND POST TEST SCORES
TASK Mathematics
Fall 1975

| Pre-Form A (Percentile) | Post-Form B (Percentile) | Change |
|---|---|---|
| 70 | 78 | 8 |
| 16 | 14 | -2 |
| 0 | 2 | 2 |
| 0 | 2 | 2 |
| 30 | 44 | 14 |
| 36 | 36 | 0 |
| 74 | 74 | 0 |
| 74 | 98 | 24 |
| 54 | 52 | -2 |
| 36 | 58 | 22 |
| 48 | 58 | 10 |
| 6 | 22 | 16 |
| 36 | 12 | -24 |
| 36 | 26 | -10 |
| 6 | 24 | 18 |
| 6 | 36 | 30 |
| 32 | 34 | 2 |
| 4 | 12 | 8 |
| 16 | 24 | 8 |
| 32 | 38 | 6 |
| 11 | 34 | 23 |
| 8 | 2 | -6 |
| 62 | 89 | 27 |
| 64 | 62 | -2 |
| 26 | 24 | -2 |
| 60 | 52 | -8 |
| 22 | 14 | -8 |
| 30 | 36 | 6 |
| 0 | 2 | 2 |
| 8 | 22 | 14 |
| 48 | 62 | 14 |

TABLE 6

PRE AND POST TEST SCORES
TASK Mathematics
Spring 1976

| Pre-Form A (Percentile) | Post-Form B Percentile) | Change |
|---|---|---|
| 76 | 94 | 18 |
| 6 | 26 | 20 |
| 30 | 16 | -14 |
| 14 | 24 | 10 |
| 48 | 46 | -2 |
| 64 | 44 | -20 |
| 14 | 26 | 12 |
| 14 | 8 | -6 |
| 1 | 16 | 15 |
| 14 | 20 | 4 |
| 36 | 30 | -6 |
| 11 | 12 | 1 |
| 60 | 60 | 0 |
| 24 | 14 | -10 |
| 46 | 34 | -12 |
| 6 | 20 | 14 |
| 50 | 78 | 28 |
| 22 | 22 | 0 |
| 8 | 34 | 26 |
| 58 | 62 | 4 |

Reading

Using the TASK reading test, 90 percent or twenty-seven scores increased in the Fall semester and only 53 percent or nineteen scores increased in the Spring semester. This is illustrated in Tables 7 and 8.

PRE AND POST TEST SCORES[1]
TASK Reading
Fall 1975

| Pre-Form A (Percentile) | Post Form B (Percentile) | Change |
|---|---|---|
| 26 | 88 | 62 |
| 12 | 60 | 48 |
| 2 | 8 | 6 |
| 0 | 2 | 2 |
| 0 | 0 | 0 |
| 34 | 34 | 0 |
| 8 | 36 | 28 |
| 74 | 76 | 2 |
| 44 | 84 | 40 |
| 20 | 74 | 54 |
| 2 | 46 | 44 |
| 24 | 26 | 2 |
| 6 | 10 | 4 |
| 6 | 14 | 8 |
| 8 | 24 | 16 |
| 2 | 10 | 8 |
| 6 | 14 | 8 |
| 14 | 60 | 46 |
| 12 | 20 | 8 |
| 23 | 26 | 3 |
| 1 | 14 | 13 |
| 2 | 2 | 0 |
| 28 | 54 | 26 |
| 2 | 30 | 28 |
| 20 | 77 | 57 |
| 14 | 22 | 8 |
| 1 | 4 | 3 |
| 8 | 22 | 14 |
| 0 | 2 | 2 |
| 1 | 14 | 13 |

TABLE 8

PRE AND POST TEST SCORES
TASK Reading
Spring 1976

| Pre-Form A (Percentile) | Post Form B (Percentile) | Change |
|---|---|---|
| 68 | 76 | 8 |
| 4 | 20 | 16 |
| 6 | 8 | 2 |
| 11 | 8 | -3 |
| 68 | 66 | -2 |
| 38 | 77 | 39 |
| -1 | -1 | 0 |
| 4 | 2 | -2 |
| 1 | 2 | 1 |
| 42 | 8 | -34 |
| 72 | 54 | -18 |
| 1 | 1 | 0 |
| 88 | 60 | -28 |
| 8 | 58 | 50 |
| 32 | 40 | 8 |
| 4 | 11 | 7 |
| 64 | 54 | -10 |
| 1 | 16 | 15 |
| 11 | 16 | 5 |

Using the Stanford Diagnostic Reading Test - Level II, in the Fall semester only 47 percent or fifteen of the scores increased in value between the pre and post tests, however, in the Spring semester 71 percent or 5 scores increased.

In addition, the Stanford Diagnostic Reading Test - Level III was utilized with five students. Of these, only 40 percent or two scores increased. See Tables 9, 10 and 11.

TABLE 9

PRE AND POST TEST SCORES
Stanford Diagnostic Reading Test-Level II
Fall 1975

| Pre-Test (Stanines) | Post-Test (Stanines) | Change |
|---|---|---|
| 6.5 | 8.2 | 2.0 |
| 8 | 6 | -2.0 |
| 4 | 4.5 | .5 |
| 1.5 | 4 | 2.5 |
| 1 | 1 | 0 |
| 7 | 5.5 | -1.5 |
| 6 | 6.5 | .5 |
| 8 | 9 | 1 |
| 7.5 | 9 | 1.5 |
| 8 | 8.5 | .5 |
| 1 | 1 | 0 |
| 8 | 5.5 | -2.5 |
| 5.5 | 7 | 1.5 |
| 6 | 7.5 | 1.5 |
| 4.5 | 4.5 | 0 |
| 7.5 | 3.5 | -4 |
| 5.5 | 6 | .5 |
| 3 | 3 | 0 |
| 6.5 | 6.5 | 0 |
| 7 | 7 | 0 |
| 8.5 | 7 | -1.5 |
| 6 | 5.5 | - .5 |
| 6.5 | 6 | - .5 |
| 2.5 | 1.5 | -1.0 |
| 8 | 8 | 0 |
| 4 | 5.5 | 1.5 |
| 5 | 6.5 | 1.5 |
| 6 | 6.5 | .5 |
| 5.5 | 4.5 | 1.0 |
| 1.5 | 1.5 | 0 |
| 3 | 3.5 | .5 |
| 7.5 | 6.5 | -1 |

TABLE 10

PRE AND POST TEST SCORES
Stanford Diagnostic Reading Test Level II
Spring 1976

| Pre-Test (Stanines) | Post Test (Stanines) | Change |
|---|---|---|
| 3.5 | 5.5 | 2.0 |
| 7.5 | 8 | .5 |
| 5 | 4.5 | -.5 |
| 7 | 6.5 | -.5 |
| 2.5 | 6.5 | 4.0 |
| 4.5 | 5.5 | 1.0 |
| 4.5 | 5.5 | 1.0 |

TABLE XI

PRE AND POST TEST SCORES
Stanford Diagnostic Reading Test Level III
Spring 1976

| Pre-Test (Stanines) | Post Test (Stanines) | Change |
|---|---|---|
| 7 | 5.5 | -1.5 |
| 5.5 | 5.0 | -.5 |
| 6.5 | 7.0 | .5 |
| 5.5 | 3.0 | -2.5 |
| 4.0 | 4.5 | .5 |

Using the "Stanford Test of Academic Skills, Level II," for Junior and Community Colleges. All three areas, English, mathematics and reading showed a positive change in academic achievement. The largest increase being in reading in the Fall semester. See Tables 12 and 13.

TABLE 12

PACE Experience Fall 1975
*Pre and Post Test
Summary

ENGLISH

| | Pre-Test | Post-Test | Change |
|---|---|---|---|
| Mean | 27 %ile | 31 %ile | +4 |
| Range | 2-90 %ile | 4-86 %ile | |

MATH

| | Pre-Test | Post-Test | Change |
|---|---|---|---|
| Mean | 31 %ile | 37 %ile | +6 |
| Range | 0-74 %ile | 2-98 %ile | |

READING

| | Pre-Test | Post-Test | Change |
|---|---|---|---|
| Mean | 13 %ile | 32 %ile | +19 |
| Range | 0-74 %ile | 0-88 %ile | |

*Based upon "Stanford Test of Academic Skills", Level II for Junior/Community Colleges, Form A (pre-test), Form B (post-test) Gardner, Callis, Merwin, Madden; Harcourt, Brace, Jovanavich, Inc., 1974.

TABLE 13

PACE Spring 1976
*Pre and Post Test
Summary

ENGLISH

| | Pre-Test | Post Test | Change |
|---|---|---|---|
| Mean | 22%ile | 28%ile | +6 |
| Range | 2-80 | (-1)-90 | |

MATH

| | Pre-Test | Post Test | Change |
|---|---|---|---|
| Mean | 30%ile | 35%ile | +5 |
| Range | 1-76 | 8-94 | |

READING

| | Pre-Test | Post Test | Change |
|---|---|---|---|
| Mean | 27%ile | 30%ile | +3 |
| Range | 1-88 | (-1)-77 | |

*Based upon "Stanford Test of Academic Skills", Level II for Junior/Community Colleges, Form A (pre-test), Form B (post-test) Gardner, Callis, Merwin, Madden; Harcourt, Brace, Jovanavich, Inc., 1974.

It should be noted that all of the measuring instruments utilized were selected to provide pre and post test data, and it was not the intent to compare one set of results from one test against the results of another test. It was decided that in the future the "Stanford Test of Academic Skills" will be used, not because the results look better with this test, but because it seems to be more appropriate to our needs.

It should also be noted that all testing was done with the intent of helping the teacher and the student decide what should be the next step in the educational process.

Grade Summary

As Tables 14 and 15 illustrate, for the Fall semester 76 percent or thirty-eight students remained in school and for Spring semester 59 percent or twenty students remained in school. Thus, the drop-out rate for the year was 32 percent.

TABLE 14

GRADE SUMMARY

PACE

FALL 1975

| Grades | English | Math | Reading |
|---|---|---|---|
| A | 0 | 4 | |
| B | 5 | 5 | |
| C | 13 | 5 | |
| D | 0 | 0 | |
| F | 0 | 1 | 1 |
| P | - | - | 14 |
| W | 14 | 26 | 15 |
| I | 6 | 3 | 11 |
| Q | 24 | 18 | 21 |

Outcome Summary

| | Number of Students |
|---|---|
| Return to PACE - Spring, 1976 | 8 |
| Completed PACE - total program | 13 |
| Regular Classes - Spring, 1976 | 27 |
| Not in School - Spring, 1976 | 12 |

TABLE 15

GRADE SUMMARY
PACE
Spring 1976

| Grades | English | Math | Reading |
|---|---|---|---|
| A | 2 | 5 | - |
| B | 8 | 5 | - |
| C | 3 | 3 | - |
| D | 1 | - | - |
| F | - | - | - |
| P | - | - | 19 |
| W | 19 | 16 | 15 |
| I | 4 | 9 | 3 |

Outcome Summary

| | |
|---|---|
| Number completing 3 PACE courses | 10 |
| Number completing 2 PACE courses | 6 |
| Number completing 1 PACE course | 4 |
| Number of total withdrawals | 14 |

Outcomes

Table 16 presents a summary of what happened to all of the students enrolled in the program for the full semester. At the time of this writing, the results were not available for the Spring semester.

It should be noted that of those students who went into the regular college program at the end of the Fall semester, fourteen selected A.A.S. degree programs and twelve selected A.A. or A.S. degree programs.

TABLE 16
OUTCOMES
PACE - FALL 1975

| CODE NUMBER | ENGLISH GRADE | MATH GRADE | READING GRADE | OUTCOME |
|---|---|---|---|---|
| 1 | C | A | P | A.A.S.-Conservation |
| 2 | C | W | I | A.A.S.-Conservation |
| 3 | C | W | Q | A.S. |
| 4 | Q | Q | Q | A.A. |
| 5 | Q | Q | Q | Drop Out |
| 6 | C | B | P | A.S.-Criminal Justice |
| 7 | B | B | P | A.S.-Business |
| 8 | Q | Q | Q | Drop Out |
| 9 | B | B | P | A.A. |
| 10 | I | C | F | A.A. |
| 11 | B | A | P | A.S.-Business |
| 12 | W | W | W | PACE |
| 13 | I | B | P | Secretarial Science |
| 14 | Q | Q | Q | Jail |
| 15 | Q | Q | Q | PACE |
| 16 | W | W | W | PACE |
| 17 | Q | Q | Q | PACE |
| 18 | W | W | W | Drop Out |
| 19 | C | A | P | A.A.S.-Conservation |
| 20 | B | B | P | A.A. |
| 21 | Q | Q | Q | PACE |
| 22 | B | I | I | A.A. |
| 23 | Q | W | I | A.A.S.-Conservation |
| 24 | W | W | W | PACE |
| 25 | I | W | I | Drop Out |
| 26 | W | W | W | A.A. |
| 27 | C | C | I | A.A. |
| 28 | C | C | I | A.A.S.-Horticulture |
| 29 | Q | Q | Q | A.A. |
| 30 | W | W | W | Jail |
| 31 | W | W | W | PACE |
| 32 | Q | Q | Q | Jail |
| 33 | Q | Q | Q | Drop Out |
| 34 | I | W | I | Marines |
| 35 | C | W | P | A.A.S.-Bus.Admin. |
| 36 | C | I | I | A.A.S.-Conservation |
| 37 | C | W | P | A.A. |
| 38 | I | I | P | A.A. |
| 39 | W | W | I | Drop Out |
| 40 | Q | A | I | A.A.S.-Bus. Admin. |
| 41 | C | C | P | A.A.S.-Bus. Admin. |
| 42 | C | W | P | A.A.S. - Conservation |
| 43 | Q | Q | Q | A.A. |
| 44 | W | W | W | PACE |
| 45 | Q | Q | Q | PACE |
| 46 | I | F | I | A.A. |
| 47 | C | C | W | Transferred |
| 48 | Q | W | P | Drop Out |
| 49 | Q | W | W | PACE |
| 50 | W | W | W | PACE |
| 51 | Q | W | Q | PACE |
| 52 | Q | Q | Q | PACE |

In summary, the results of standardized tests presented in this section indicated that the majority of students showed an increase in test scores.

However, it should be noted that such tests measure only one aspect of the educational program. A major emphasis of the program involved attitudinal change, increased self understanding and an awareness of career possibilities. It is these aspects of the program that are of greater worth and it is the feeling of the program staff that for the vast majority of students they found their experience in PACE to be of positive value. That they were changed as persons, and were able to approach new situations with a more realistic understanding of themselves and the world in which they must function.

Program Evaluation - Outside Evaluators

In the month of December and in the month of May, Elaine Johnson, Dean Patton, and Douglas Skuggen from the Developmental Studies program at Jamestown Community College, Jamestown, New York, spent a day evaluating the program.

In the January evaluation (see Appendix A) it was pointed out that a major problem of the program seemed to be the lack of communication between those faculty and administrators involved in the program and the rest of the school community. In an attempt to remedy this situation, a portion of an all staff workshop day in January was spent discussing the PACE program. At this time each staff person was given a copy of the outside evaluators' reaction to our program.

As a result of the workshop in January it was decided that the Academic Affairs Committee of the Faculty Association would review the PACE program with regard to the following questions:

1. What are the goals and objectives of developmental studies at CCFL? Why do we have such a program?

2. What is the purpose of the PACE program, as seen by those who work within the program and by those outside of the program? Are these views in conflict? If so, how do we reconcile this?

3. How do we identify students for special attention and how do we insure that they receive such attention?

4. How do we handle course credit? Do students receive credit for Freshmen English and Math? If so, do they have to meet the exact same requirements as "regular" English and math?

5. Do we need another program below PACE's? If so, how do we identify the students for such a program? Do we award college credit for taking part in such a program?

6. Do we need to offer non-credit remedial courses? If so, will students be required to pass such courses in areas in which they are deficient before they can take regular college courses?

The Academic Standards Committee met three times to review the program. Members of the PACE staff and other interested individuals were asked to make presentations. As a result of these meetings, the Faculty Association voted their full support for the program (see Appendix B).

In May we had another visit from the outside evaluators. In contrast to their previous visit, they felt more positive about the program and felt that both the students and the PACE staff were more positive (see Appendix A).

## CONCLUSIONS

The PACE program was designed specifically for the marginal or high risk student. With this in mind the second year of the program proved to be extremely successful in meeting the needs of this specific group.

An important aspect of the program was the number of students served. In the first year of the program there were thirty-two students enrolled, and in the second year there were eighty-nine students enrolled. For the third year of the program, the enrollment has been set at 140 students.

Based on the evaluations of the outside evaluators (see Appendix A) it is evident that the program continually improved as the year progressed. A number of new ideas were tried out, some failed and some succeeded, but the important thing was that the staff had the courage to risk failure in hopes of developing a stronger program.

The first year of the program was experimental and was viewed as suspect by the majority of the faculty. At the end of the second year it is safe to say that the program is now viewed by the majority of faculty, administration, and Board of Trustees as a necessary part of the college program.

In the Fall of 1976 the PACE program will move into its third year of operation. The Board of Trustees have voiced support for the program and have approved the necessary funds in the normal college budget.

A major aspect of the 1976-1977 program will be a new full time Director/Counselor of Developmental Studies. This person will supervise the daily operations of the program, coordinate the program with other academic departments, provide instructional leadership for the staff, provide leadership and direction for long term planning in program development for students with special needs, and will provide assistance in counseling these students in areas of personal concerns and career planning.

Those of us who have worked with the PACE program are proud of our accomplishments and look optimistically to the coming year. For the PACE program represents an honest effort to realistically meet the needs of a significant number of students in Ontario County. This is just our first step in coming to terms with the real needs of our community and dealing with the reality of an "open door" college.

# APPENDIX A

## PROGRAM EVALUATION
## Outside Evaluators

JAMESTOWN COMMUNITY COLLEGE
UNDER THE SUPERVISION OF THE STATE UNIVERSITY OF NEW YORK
JAMESTOWN, NEW YORK 14701

716 • 665-5220

January 12, 1976

Dr. Larry Carter
Community College of the Finger Lakes
Canandaigua, New York 14424

Dear Dr. Carter:

Following an invitation by the Director of Curriculum, Dean Patton, Douglas Skuggen, and I were pleased to be able to spend about six and a half hours of a regular school day, December 8, 1975, at the Community College of the Finger Lakes. During this time, we discussed PACE with the Director of Curriculum and PACE faculty, interviewed PACE students, met with the Department of Language Arts, and toured the facilities. Subsequent to the visit, we held two meetings to exchange perceptions and develop the content of this report.

It was immediately obvious and confirmed time and again throughout the day that the faculty involved in PACE are both dedicated and knowledgeable. They are, as a group and as individuals, committed to helping educationally disadvantaged students explore new ways of learning. Their dedication is reflected in the way they relate to the students, and the students sense and respond to this concern. By and large, the students felt that they were treated as individuals. Their dedication is further evidenced by their continuing struggle to make PACE as successful as possible in somewhat less than happy circumstances. The faculty are also very much aware of the kinds of personal and educational problems faced by their students, and they have developed some useful ways of helping the students surmount these difficulties. In addition to their expertise in their various disciplines, they are also cognizant of current learning theory and are able to provide alternative modes of instruction when necessary. And, most importantly, they are in tune to the psychology of the high risk student and recognize the necessity for changing self-concepts as well as immediate behaviours. Our dominant impression was that the PACE faculty are very productive in spite of limiting circumstances.

Another strength of the PACE program is the philosophical base upon which it rests. The notion that the remediation of skill deficiencies is possible and desirable and that this is best accomplished through a personalized approach is pedagogically sound. The program design which grew out of this pholosophy is also sound and only needs the right conditions to have real impact on educationally disadvantaged students.

We came away encouraged by the energy and effort of the PACE faculty but very much concerned about the nature and kind of support evidenced by the rest of the school. PACE, the college's only real response to "open door" students, appears to be an academic stepchild and a poor one at that. Students reported feelings of support from individual faculty members teaching in the PACEprogram but felt unsupported organizationally by other resources within the college. While the students were unclear in the specifics of this non-supportive structure, their perception of college attitudes towards the PACE program were distinctly clear. A discussion with English faculty concerning the recognition of students' work in PACE verified the students' perceptions. If this situation is even only attitudinally factual, then communication between faculty members in the program and those without must be hindered. Indeed, the faculty team could question their own commitment to the program if the expenditure of energy must be directed more at defending the program than toward the student experience in the program. A small group of faculty and one administrator are trying to deal with a problem that ought to involve the whole school. The issue is not to have or not have an "open door" but rather how wide the door stands open within the college. The task of teaching educationally disadvantaged students is, under the best of conditions, extremely difficult; without clear and forceful support from both the faculty and the administration, it becomes nearly impossible.

If the PACE faculty received the kind of support they deserve, many of the minor problems would be resolved and most of the issues would be clarified. Increased administrative support, for example, might result in a reduced load for one or more PACE faculty - time to look at the problem of entrance criteria as a way of describing the students PACE is to serve. Such support might also result in a more favorable student-teacher ratio within the program. Increased faculty support would help to articulate the PACE program with the content areas, particularly English and Mathematics. It would also result in better communications between the counseling staff, particularly the minorities counselor and PACE faculty. Another important result of increased support might be to make the humanistic education portion of the program a legitimate (in the eyes of the College) educational experience. Resolution of these issues and problems would allow the PACE faculty to concentrate on the real problems in dealing with educationally disadvantaged students.

Any attempt to improve PACE must begin with an effort to generate support and concern in the rest of the school community. Accordingly, we recommend that a continuing dialogue be initiated among PACE faculty, the faculty at-large, and the administration. This dialogue ought to have a double focus: the issue of the nature and degree of the school's commitment to Full Opportunity (and all that that implies) and the kinds of educational problems faced by educationally disadvantaged students and the teachers striving to teach those students. The substance of the dialogue ought to include everything from a simple exchange of information (e.g., the number of students in question) to arguments and contentions concerning pedagogical points of view (e.g., theoretical versus experiential learning). Hopefully, such an interchange of ideas,

attitudes, and information would generate increased awareness in all members of the school community. If dialogue does not succeed, confrontation may be necessary.

We would be remiss if we did not include in this report mention of the fact that we all enjoyed our visit and found it to be professionally helpful. The opportunity to discuss the problems involved in teaching educationally disadvantaged students with others who know and care is always rewarding.

Sincerely yours,

Elaine S. Johnson

Elaine S. Johnson

ESJ:mjk

TO: Larry A. Carter, Dir. of Curriculum Instruction

FROM: M. Dean Patton and Elaine S. Johnson
Jamestown Community College
Jamestown, New York 14701

RE: Evaluation of PACE Program at CCFL on 5/27/76

Process of Reporting: The reporting and evaluation will begin with student interviews and follow through in the order of the day's schedule, including faculty-staff of the PACE Program, Coordinator of Instruction, and the Dean of the College.

Interview with Students: In comparison with our first visit, we found the students responding quite positively. They felt a sense of accomplishment and were supportive of the faculty-staff in the PACE Program. We noticed quickly how more of a group feeling they had which seemed lacking during our first visit. The students clearly felt a commitment to themselves, to one another, and to the PACE faculty.

Some of the significant reasons why there is a distinct difference in attitude and climate from last semester, we believe, is a result of facility location within the College and faculty team effort. The prior use of classroom space was not conducive, in our opinion, to a group dynamic. Important to the PACE students is a feeling of group identity and support. The former classrooms used in the first semester contradicted this important aspect of the concept implied in the philosophy of the PACE Program.

Certainly the reduced number of students within the program aided the change in attitude and climate. Students were able to receive more individual attention because of the increased accessability of the PACE faculty. Perhaps the most improved single factor is the united team effort of the PACE faculty. It was obvious that many hours were spent "getting it together," when presenting instruction to the students. As the students reflected upon their semester's experience in PACE (some students were repeating the experience), they had nothing but praise for their instructors.

Interview with PACE Faculty: After meeting with the students, we met with the instructors of the program. While each of them expressed concerns and fatigue with the end of the semester, together they expressed a sense of satisfaction with the manner in which the semester's work had been completed.

We noticed a sense of struggle and adjustment being expressed over forming a new team. Changes in staff will most likely always cause some difficulty. Nevertheless, the team was more positive in their own assessment of their efforts than they were during the fall semester.

The team seemed more relaxed with increased support from the college community. This factor alone could only add to more creative energy in the classroom.

We agree with the faculty of the PACE Program who collectively feel a need for a director of the program and continued support of a person with counseling skills. Perhaps a joint meeting between the PACE faculty and the administration would more clearly define the job description and expectations of the person in the position of director of the PACE Program.

Interview with the Coordinator of Instruction and the Dean: We found that there was continued support for the PACE Program, and concern for future issues involving the PACE Program. But it was apparent that other administrative matters often drained off leadership essential to the PACE Program. The administrative personnel expressed praise for the faculty of the PACE Program, and at the same time, were concerned with not disappointing them should the requested support not be forthcoming.

Recommendations are as follows:

1. That a director be hired for the PACE Program and that the PACE faculty play a major role in his or her selection.

2. That the PACE Program be continued in a location conducive to the group dynamic, a non-traditional classroom setting.

3. That the PACE faculty team be composed of full-time faculty members; including persons with counseling skills.

4. That an ongoing dialogue with all parts of the college be initiated.

APPENDIX B

PROGRAM EVALUATION
Faculty Association

PACE EVALUATION
FACULTY ASSOCIATION
April, 1976

The Academic Standards Committee has studied the P.A.C.E. (Personalized Approach to College Education) program. Following are some comments resulting from the study.

Matriculated students have, in most cases, been interviewed by a representative of the Admissions Office. If it is found from the interview and/or a review of the background information available that the student: (1) has a high school average below 75%; (2) has received scores in the 300's or less on the SAT tests; (3) has a weak background in his interest area; and/or (4) in the admission officer's opinion would benefit from the specialized help is asked to consider P.A.C.E. Likewise, those students accepted as non-matriculated who do not have a high school diploma but who have significant life and work experience, are able to read at a minimum level of 8th grade, and demonstrate a high level of motivation may be asked to consider enrolling in P.A.C.E.

Freshman English 101, College Mathematics 101 and Developmental Reading, GED. 123, all of which are three hour courses, are combined to form the 9 credit hour P.A.C.E. program.

The Academic Standards Committee finds that the P.A.C.E. program plays an indispensible role in view of our institution's open door policy. Those students who lack basic skills are provided with an opportunity to develop a stronger educational foundation in order to increase the probability of their success.

In addition to cognitive learning it is the aim of P.A.C.E. to help students build self-confidence and help them recognize their own learning potential.

The present staff of the P.A.C.E. program has recommended that for the 1976-77 academic year the program consist of a director for the total program and a counselor and 3 instructors for each of two sections, thereby serving a total of 60 students.

The program requires teaching faculty for the three courses offered. This faculty spends a significant amount of time counseling. However, the staff has found that of students who have been enrolled in the program the majority have an image of the teacher that does not embrace the counseling concept. Therefore, the extent and kind of counseling which an instructor is able to do is limited pretty much to those areas which are traditionally a part of teaching. By the end of a semester this view has generally been altered through the efforts of not only the instructors, but also those of the counselor. The counselor in his role, both in and out of class, provides an atmosphere in which the teacher is seen as supportive and encouraging. Additional education in self-image improvement is imperative if a successful learning experience is to be realized.

The director will coordinate the program, assuming responsibility for the over-all direction, the mechanics (scheduling, record keeping, etc.) scheduling, ordering and/or arranging for audio-visual and other instructional materials, representing the program at the administrative level, and keeping the staff apprised of relevant educational and fiscal matters.

Therefore, the Academic Standards Committee moves that the Faculty support the P.A.C.E. program as outlined above.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 14 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES